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ABSTRACT

Papers on the whole language approach in bilingual education include: "Whole Native Language Instruction for Limited-English-Proficient Students" (Angela L. Carrasquillo); "Communicative Competence and Whole Language Instruction in the Foreign Language Secondary School Classroom" (Rita Acuna-Reyes); "Literacy, Language, School, and Community: A Community-Centered View" (Jerri Willett, David Bloome); "Literature, Integrated Language Arts, and the Language Minority Child: A Focus on Meaning" (Alan N. Crawford); "Promoting Voluntary Interest in Literature: A Program That Works" (Lesley Mandel Morrow); "Reading Strategies: A Discussion/Demonstration with Connie Weaver" (Constance Weaver); "Serious Flaws in Written Literacy Assessment" (Robert J. Tierney, William McGinley); "Natural Assessment in Whole Language Classrooms" (Patricia A. Antonacci); "Evaluating Early Literacy Knowledge by Analyzing Children's Responses to Storybooks During Home Read-Alouds" (David B. Yaden, Jr.); "Reducing the Risks Through Early Intervention" (Gay Su Pinnell); "A Whole Language Approach to Teaching Reading to the Special Learner" (John S. Hicks); Theories for Whole Language: A Cross-Cultural Perspective" (Carolyn N. Hedley); "Bilingual Education: Reform for the 1990s" (Luis O. Reyes); "A Model Program: Regents' Policy Paper on Bilingual Education" (Laurie Wellman); and "Whole Language: Revolution or Evolution?" (Judith N. Thelen). Author and subject indexes are included. (MSE)

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